



Student's Name _____

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★ Bible/Character Study:

- Thankfulness - Expressing appreciation to both God and others who enrich my life.
- Memorize by Week 14, November 19th:
 - I Thessalonians 5:18 "Give thanks in all circumstances, for this is the will of God in Christ Jesus for you."
- Sing this Bible verse! Seeds family worship:
<https://www.youtube.com/watch?v=HTRauxCaWco>
- **Family Discussion:** Parents, this would be a good time to share with your child your own personal story of coming to know Christ, what your faith in Christ means to you and how thankful you are for your salvation. We will be discussing the first settlers in America and their pilgrimage as they came to their new land. They were so thankful for all God had done for them. The pattern for a harvest festival was set when God told Moses to direct the people of Israel to observe a full week of "Thanksgiving" after the ingathering of the harvest. Read Leviticus 23: 33-44 and/or Deuteronomy 16: 13-17. You might like to read from the beginning of the chapters and read about the other feasts that the Lord commanded the people to keep.
- **Family Activity:** During this time of thanksgiving, and always, we all should keep an "attitude of gratitude." One idea to help your family make this more of a daily time of gratitude instead of a one day holiday of thanksgiving is to record something each day on a calendar for which you are thankful. Share these thoughts with each other during the holiday. Or you might like to have a basket on the table where you have your family meal. Each night have each person write something for which they are thankful and put it in the basket. During the holiday, share these ideas with each other.
- Sing: *All Creatures of our God and King* a few times this week.
 - Maranatha Worship: <https://www.youtube.com/watch?v=ReuzmyzKsUw>
- **Extension(Optional):** Memorize the attached poem, "Thanksgiving Then and Now," by November 14th.

★ History:

- Read aloud to your child chapter 14, 'The Exodus from Egypt' pg. 106-109. Have your child answer these questions orally:
 - How many plagues did God send on Egypt? Ten

- What happened when they got to the Red Sea? The water parted or God parted the water
 - What was this great escape from Egypt called? The Exodus
 - Where did the Israelites go next? Back to Canaan
- **History Copywork:** Copy the history sentences on the history sheet correctly and neatly. Practice reading the sentence
- **History Narration:** After you have read the history assignment to your child, have your child tell you about something that you've just read. Write their version down in the history workbook. The narrations are usually two-to-five sentences. Have them illustrate their narration and add a caption.

★ **Literature:**

- Complete the attached book review for *The Story of Ping*.
- This week we will begin reading the book *Anansi and the Magic Stick* by Eric A. Kimmel. Read aloud pages 1-12.
 - Introducing the story – Have you ever read any Anansi stories before? (Hint: You read about Anansi in history!) Or do you know any other trickster stories? The book you are about to read is the story of a tricky spider named Anansi, who gets in and out of trouble as quickly and easily as most people breathe.
- Complete the attached study questions sheet in the purple literature folder.
- Begin the character map for Anansi in the purple literature folder.
- Read the book [Petunia](#) by Roger Duvoisin any time during the month of November. Complete the attached book report. **Due December 3rd**. (If you cannot find the book at the library, I have added the video to our class webpage. Of course, you are free to both read the book and watch the video!)

★ **Grammar:**

- Complete Reading Connection - "The Pot of Gold"
- Complete the "sentence match" worksheet.

★ **Penmanship:**

- **Copywork:** For this week, draw the animal and copy the first two sentences from pages 18 & 19 of the *Draw Write Now* workbook into your *Draw Write Now* folder.
- Complete the Sight Word copywork worksheets.

★ **Phonics:**

- Complete Lessons 41, 42, 43, and Assessment 7 (Lesson 40).
- Complete the worksheets: "Hear and Write Digraphs th, th, and sh," and "Long Vowel e."

- Read Decodable Reader 13 (The Bake Sale).
- **Fluency Master:** Fluency masters provide additional practice to children who may need more exposure to high-frequency words in order to learn them.
 - Parents, please have your student read the words orally to you until they can read the words easily. You may want to put a “star” or “smiley face” in each section that they read correctly.

★ **Spelling and Dictation:**

- **Spelling Words:** See the Week 11 list for spelling words.
- **Choose** three of the activities from the Spelling Menu to practice your spelling words. Be sure to circle and have a parent initial the ones you chose. Also, be sure to staple your work to the back of the menu to turn in.
- **Take** a practice written test, then copy any misspelled words two or more times.
- **Dictation:** Dictate two sentences using at least two spelling words in each sentence

★ **Nature Study:**

- **Due November 5th:** Do you remember the tree you drew in August? Now, look at it again and draw the same tree this fall. What is happening to the leaves? Paint it with watercolors or color with your choice of colored pencils, crayons, or markers.
 - You will draw the same tree again in the winter and spring. Let’s see how different it will look every few months!

★ **Fine Arts:**

- **Art Appreciation:** Read the book *Chasing Degas*. You may check it out from the library or watch the “read aloud” version on our class webpage. (<https://youtu.be/Wamol-tA4uY>)
- **Music Appreciation:** Listen to *Classics for Kids*, Episode 5 on Tchaikovsky: “Carnegie Hall.”
 - Answer the quiz questions at the bottom of the page: <https://www.classicsforkids.com/shows/shows.php?id=131> (You can find links to all of the *Classics for Kids* episodes on our class webpage.)

★ **Geography:**

- Complete *Maps, Charts, and Graphs* - Lesson 8
- Keep listening to *The Seven Continents* song: <https://youtu.be/K6DSMZ8b3LE>

★ **Critical Thinking:**

- Complete the “Real and Make Believe” worksheet. Instead of having your child rewrite the sentences, please have him/her draw a line from the sentence to the appropriate column.

- Complete the Part/Whole Relationship “Telling Why” worksheet.

★ Read Aloud:

- Read Aloud from a book of your choice for 20 minutes or more a day. Suggested goal: minimum of 10 books or chapters per week.
 - Parents, listen to your student read aloud so you can monitor their expression and flow as they read aloud. Also, read aloud to your child to model correct flow and expression.
- Extending the Lesson (Optional): Color a fall leaf on the attached sheet for every book or chapter that you read. If you read more, draw a leaf on the back of the sheet and color it.

I have reviewed my student's work, and all assignments are complete as outlined on this assignment sheet.

Parent's Signature

THANKFULNESS

Expressing appreciation to both God and others who enrich my life

Give thanks in all circumstances, for this is God's will for you in Christ Jesus.
1 Thessalonians. 5:18

Thankful living is thanks giving

I love this time of year! Thanksgiving is one of the only holidays that has not been commercialized and glamorized to the extent that it is unrecognizable for its true meaning. For our family, it is a time full of memories of cousins enjoying each other, all the females in the kitchen cooking, talking, and laughing as they prepare an enormous meal and of course, there is plenty of football, especially the Turkey Bowl. This is when all the cousins and dads strategize and plan how to be the champs for the year. But one of the things I look forward to the most is after everyone has eaten much more than they should, we share in a special tradition. Everyone is given two kernels of corn which represents the first Thanksgiving. A basket is passed around the table and as the kernels are dropped into the basket each person thanks God for two blessings He has given them this year. It is a precious time of hearing the mighty works of God in the lives of your family. Wow, I get teary-eyed just thinking about it!

I'm sure most of you could share a similar story. Knowing we have specific times to give thanks is wonderful, but do we live a life of "thanks giving" on a continuous basis. Do we glorify God through a heart of daily thanksgiving? We have so much! When I compare what we have to what the Pilgrims had that first Thanksgiving, we are so blessed. God is so good!

Because of God's faithfulness to us and His blessings that never end, I would like to encourage you to take a few moments before beginning this character trait with your students and compile a list of the things you have to be thankful for this year. Look up, and around, and within and say "Thank you, Lord." After you do this, then offer them to the Lord in praise.

These thoughts from Chuck Swindoll's book [The Finishing Touch](#) may stimulate you to give thanks in greater abundance.

"LOOKING UP . . . thank You, Lord:

for Your sovereign control over our circumstances
for Your holy character in spite of our sinfulness
for Your commitment to us even when we wander astray
for Your word that gives us direction
for Your love that holds us close

for Your gentle compassion in our sorrows
for Your consistent faithfulness through our highs and lows

Thank you Lord, for all You are, all You do, all You say. If we were unable to look up into Your face, Thanksgiving would just be another day.

LOOKING AROUND . . . thank You, Lord.

for our wonderful country, so blessed, so unique
for close family ties, so affirming, so enjoyable
for teachers, mentors, and personal heroes who spur us on
for an opportunity to be of help and encouragement to others
for the embrace of a friend who really cares
for a place to live, clothes to wear, and food to eat

Thank You, Lord, for such incredible abundance. By just looking around, we are made aware of how rich we really are.

LOOKING WITHIN . . . thank you, Lord:

for the gift of good health, a hidden treasure easily overlooked
for eyes that see the beauty of Your creation
for minds that are curious, creative, and competent
for memories of past pleasure and recent accomplishments
for ears that receive the world of sounds surrounding us
for the special stimulation of taste and touch
for hands to work with and legs to walk with
for heartaches that force us to rearrange our priorities
for broken dreams and lingering affliction that humble us.

This is Thanksgiving, O Lord, not Thankskeeping. And so we pause to declare to You these expressions of gratitude. They are merely an overview of the thousands of things for which we are thankful. You are indeed worthy of our highest praise. To You goes all the glory!"

Included is a page that you can use to make your own personalized list of thanksgiving: look up, look around, look within.

LOOKING UP . . . thank You, Lord, for:

LOOKING AROUND . . . thank You, Lord, for:

LOOKING WITHIN . . . thank You, Lord, for:

Thanksgiving, Then and Now

They offered thanks – those Pilgrims strong!
The winter had been cruel and long
But then came spring and summertime
And autumn brought a harvest fine.
And so they knelt, heart-deep in praise
In gratitude for better days.

We offer thanks – we space age sons –
For blessings shared by everyone,
For freedoms, which we still enjoy,
For faith no power can destroy.
Today we kneel in praise to Thee
For keeping our great nation free!

Nathanael Olson

THE STORY OF PING

1. What is the setting of The Story of Ping? _____

2. What is the problem in the story? _____

3. What is the resolution of the problem? _____

4. Put the following events in order:

___ Ping slept in the grasses on the bank of the river until the next morning.

___ The 68 ducks live in the wise-eyed boat on the Yangtze River.

___ The people wanted to eat Ping, but the boy saved him by putting him back in the river.

___ Ping was reunited with his family!

___ Ping followed some rice crumbs until he was taken onto a boat by a boy tied to a barrel.

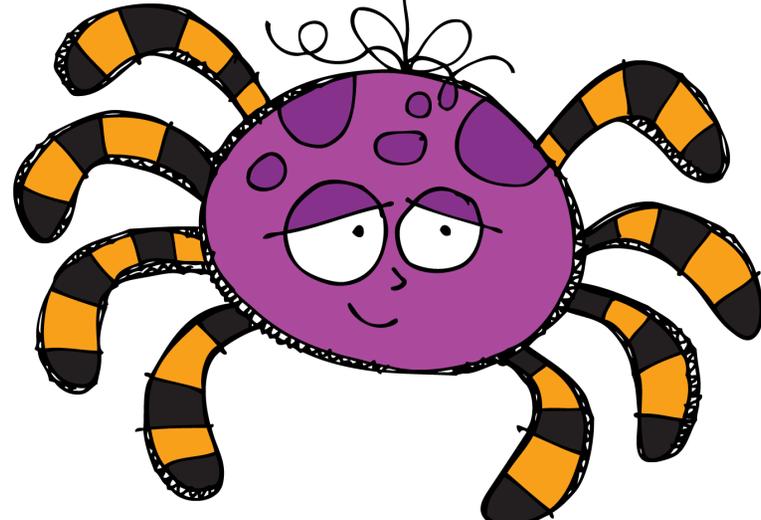
___ Ping sees his family's wise-eyed boat near the river bank and his family marching up the bridge.

5. What would you do if you were Ping and lost your family? _____

6. Give the book a new title. _____

7. Why did you give it this new title? _____

Anansi the Spider | Character Map



Anansi is...

Anansi is a character from West African Ashanti Storytelling.

In all of the Anansi stories, _____

Name: _____

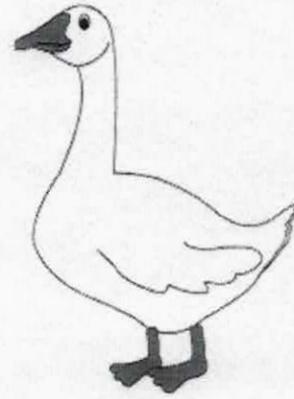
Book Report

Book Title: _____

Author: _____

Illustrator: _____

Setting: _____



What the story MOSTLY about? (Write 1-2 sentences.)

Draw a picture of your favorite part.

The Pot of Gold

One day, Josh went outside to play. He saw a big pot.

"Where is the gold?" Josh asked. "Pots always have gold."

Josh looked for the gold. He stomped his foot.

"Who has my gold?" he said.

Suddenly, a little man jumped up.

"You took my gold!" said Josh.

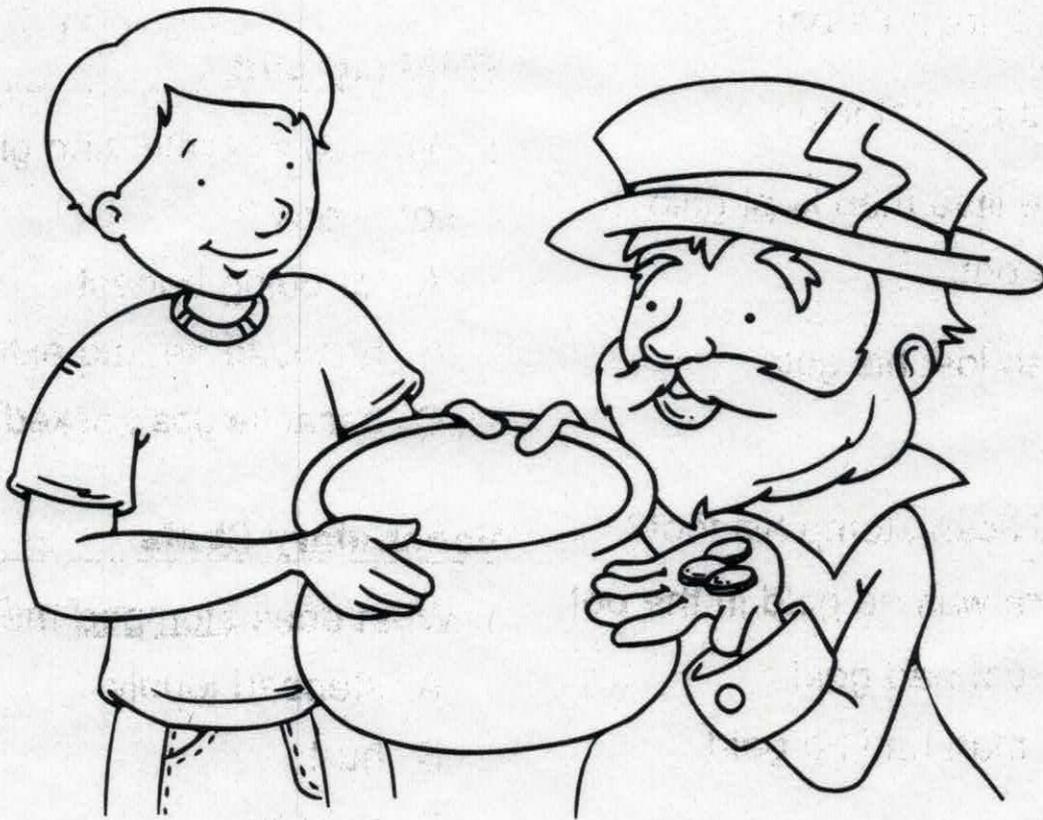
"No," said the little man. "You took my pot."

"This is your pot?" asked Josh.

"Yes," said the little man.

Josh gave the little man the pot.

The little man gave Josh some gold.



Reading Skills

1. Which sentence tells the main lesson of the story?

- A. If you find something, it belongs to you.
- B. Give things back to the person they belong to.
- C. Pots and gold always go together.

2. Put a **T** by the sentences that are true. Put an **F** by the sentences that are false.

- ___ Josh found a pot.
- ___ The pot belonged to Josh.
- ___ The little man kept gold in the pot.
- ___ Josh lost his gold.

3. Why did Josh stomp his foot?

- A. There was no gold in the pot.
- B. The pot had gold.
- C. The man had no gold

4. Fill in the missing words from the story.

Pots man gold

- A. Josh gave the _____
little _____ the pot.
- B. The little man gave _____
Josh some _____.
- C. _____ always have gold.

Thinking Skills

1. Why did the little man give Josh some gold?
- A. for being honest
 - B. because he had extra
 - C. because Josh asked for some

Vocabulary Skills

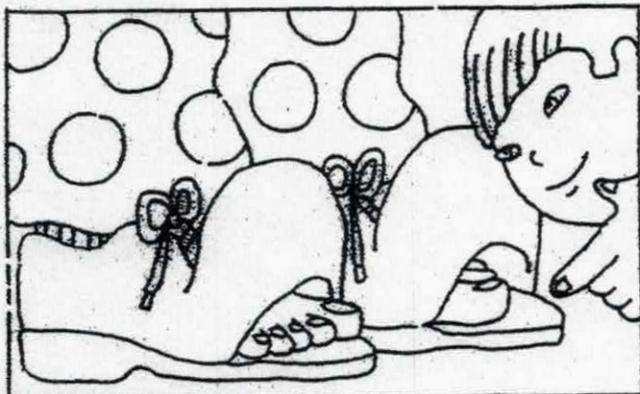
1. What does stomped mean?
- A. stepped loudly
 - B. hurt
 - C. pointed



Name _____

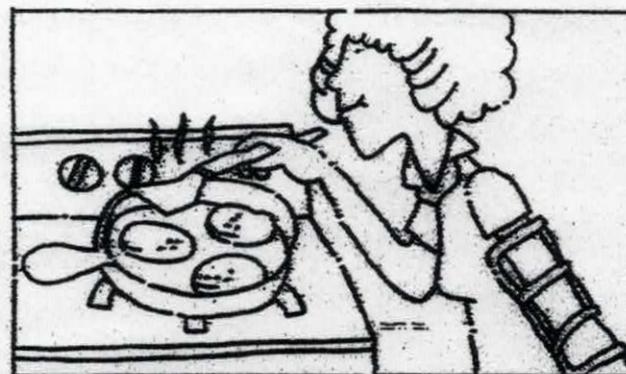
 Cut out each sentence.

 Glue it under the picture it goes with.









She heats the meat.

See me feed the deer.

See the feet.

We read these.

Name _____

of

do

to

Have your child trace each word and then write it on the line below.

Name _____

into

who

you

Have your child trace each word and then write it on the line below.

Week 11
Lesson 40

Lesson 40 – Assessment 7

Treat this like a test. Do not correct their papers while they're working on it. Grade their completed papers. We want to be able to see where they need more practice. Grade the paper according to the points on the answer key.

Front:

Section 1 #1-5: "Let's spell some words for our assessment. The first word is 'seen.' Write the letter that makes each sound in 'seen' on the lines by #1. Continue with #2 through #5.

- | | |
|------------|----------|
| 2. rested | 4. thick |
| 3. ringing | 5. that |

Section 2 #6-9: "Look at the letter by #6. Draw a line from the letter to its keyword picture." *Repeat with #7, #8, and #9.*

Section 3 #10-15: "Put your finger on #10, and code the word 'three'." *Repeat with #11-15.*

Section 4 #16-18: "Look at the blend by #16. Draw a line from the blend to its picture." *Repeat with #17 and #18.*

Back:

Section 5 #19-20: "Look at the sentence by #19 and answer the question by #20. Code any words you don't know to help you figure them out."

Section 6 #21-23: Point to the word by #21 (are). Have your student read the sight word aloud to you. Write down their response on the line by #21, or check off the word if identified correctly. Repeat with #22 and #23.

Section 7 #24-26: Point to the digraph by #24 (ee). "Tell me the name of the letters and the sound they make." Write down your student's response on the line. Repeat with #25 and #26.

Go over anything that they missed when the test is done.

Week 11 Lessons 41-43

Let's sit and stand while we sing our abc's. We haven't done this for a few weeks. Let's sit for the consonants. This means we'll stand for our vowels. What are our vowels? **a, e, i, o, u** We'll start slow, and then we'll speed up as we go.

Lesson 41 – a consonant e; Spelling with Final ke

Echo these words and listen for the sound in the medial, or middle, position. **sale cane gate**
What sound do you hear in the medial position? /ā/ What does the letter a say when it is followed by a consonant? /ǎ/ When we say 'sale,' 'cane,' and 'gate' do you hear a consonant sound after the /ā/ sound? **yes** Let's take a look and see why it isn't the /ǎ/ sound. *Write sale, cane, and gate on the board.* What letter do you see at the end of these words? **e** This what we call a 'sneaky e.' It is called 'sneaky e' because it doesn't say anything. It is silent, so it can sneak up on the a and scare it into saying its long vowel sound. Since the sneaky e doesn't say anything when we see one, we'll cross it out. Now, what will this sneaky e do to the vowel a? **variation on the sneaky e story** Right! It sneaks behind the consonant and scares the vowel into saying its long vowel sound. How do we code a long vowel sound? **macron** Whenever 'a' is followed by a consonant and a silent e we call it 'a consonant e.' *Write "a-e" on the board.* The line stands for any consonant. We have a rule for this. The rule says that a vowel followed by a consonant and a sneaky e is long. We code the vowel with a macron and cross out the e.

We have learned several rules for spelling the /k/ sound. Today we'll learn a third way to spell the final /k/ sound. What are the two ways we've already learned? **ck after short vowel (like in duck); k after a consonant (like in milk)** Yes! Take a look at these words on the board. *Write take, woke, and like on the board.* What do all these words have in common? **end in /k/ sound** How is the /k/ sound spelled? **ke** Look at the letter right before the k in each word. Are these letters vowels or consonants? **vowels** Are the vowels long or short? **long** We spell the /k/ sound with the letters ke when the sound comes after a long vowel sound. When we spell the /k/ sound this way, the e is silent. We need the silent e to make the vowel long. Now we know three ways to spell the final /k/ sound...ck, k, and ke. We'll add these to our spelling list after our final digraph lines.

Now, look at your worksheet. Write your name neatly on the space provided at the top of your page. For #1-10 I will say a sound, and you will write the letter or letters that make that sound on the line.

- | | |
|--------------------------------------|-----------------------------------|
| 1. /ng/ - ng | 6. /ū/ - ū |
| 2. /k/ - k, c ck, k | 7. /d/ - d d ed |
| 3. /ǔ/ - ǔ | 8. /w/ - w |
| 4. /th/ - th | 9. /t/ - t t, ed |
| 5. /ē/ - ē | 10. /th/ - th |

Now we're practice spelling. Put your finger next to #11. Spell the word 'seem.' *Repeat with #12.*
12. green

For #13 and #14, we're going to write down the two new sounds we learned today. Then, for #15-#17 we're going to practice spelling with our new sound.

1st Grade Phonics Teacher Instructions

13. Write the letter or letters, and be sure to code it, that makes that /ā/ sound – **ā, a-e**

14. Write the letter or letters that makes the /k/ sound – **k, c || ck, k, ke**

Spell the following words.

15. name 16. cake 17. ate

#18-#26 Code the words, and then draw a line from the picture to the matching word.

18. came 19. made 20. snake 21. plane 22. grape

23. stamp 24. we 25. thinking 26. spell 27. coffee

Lesson 42 – o consonant e; u consonant e

Echo these words and listen for the sound in the medial position. **tone hope code**

What sound do you hear in the initial position? /ō/ What does the letter o say when it is followed by a consonant? /ō/ When we say ‘tone,’ ‘hope,’ and ‘code’ do you hear a consonant sound after the /ō/ sound? **yes** Let’s take a look and see why it isn’t the /ō/ sound. *Write tone, hope, and code on the board.* What letter do you see making the /ō/ sound? **o** Do you see a sneaky e? **yes** Let’s cross out the sneaky e because it is silent. What does the sneaky e do to the o? **variation of the sneaky e story** Right, it sneaks behind the consonant and scare the vowel o into saying its long sound. How do we code a long vowel sound? **macron** Whenever an o is followed by a consonant and a silent e, we call it ‘o consonant e.’ We show it like this, o-e. The line stands for any consonant. We will add this to our spelling of the /ō/ sound.

Write cube on the board. Does anyone want to try and read this word? Does this word have a sneaky e? **yes** Let’s go ahead and cross off our sneaky e since we know it doesn’t say anything. Is there any other obvious coding? **k-back the c** Yes, we need to k-back our c. Let’s look at our vowel. Is our vowel followed by a consonant? **yes** So it should say its short vowel sound. Why won’t it make its short vowel sound? **sneaky e** That’s right. What is the long vowel sound of u? /yōō/; /ōō/ Let’s try this word with the /yōō/ sound. **cube** Does this sound like a word you know? **yes** Let’s look at this word. *Write rule on the board.* We know this word has a sneaky e, so our u is going to make a long sound. Let’s try it with the /yōō/ sound. Can you say ‘rule’ with the /yōō/ sound? **no (or yes, but it sounds wrong)** It is impossible for our mouths to pronounce the /yōō/ sound right after the /r/ sound. When you see ‘u consonant e,’ try the /yōō/ sound first. If your mouth doesn’t want to say it that way, use the /ōō/ sound instead. Whenever a u is followed by a consonant and a silent e, we call it ‘u consonant e.’ We show it like this, u-e. We’ll add this to our spelling of the long u sound.

Look at your worksheet. Write your name neatly at the top of the page. For #1-10 I’ll give you a sound. You write the letter that makes that sound on the line. Be sure and code the vowels, so you know if it was the long or short sound.

1. /ā/ - **ā, a-e**

2. /k/ - **k, c || ck, k, ke**

3. /w/ - **w**

4. /ē/ - **ē, ee || ee**

5. /th/ - **th**

6. /d/ - **d || d, ed**

7. /ng/ - **ng**

8. /t/ - **t || t, ed**

9. /ū/ - **ū**

10. /ū/ - **ū**

1st Grade Phonics Teacher Instructions

#11-12 Let's practice our spelling. Put your finger next to #11. Write the word 'make' on the line next to #11. The asterisk next to #12 tells us that this is a sight word. Write the word 'who' on the line next to #12.

For #13 and #14, we're going to write down the two new spellings we learned today. Then, for #15-#17 we're going to practice spelling with our new sound.

13. Write the letter or letters, and be sure to code it, that makes that /ō/ sound – **ō, o-e**

14. Write the letter or letters that makes the /ū/ sound – **ū, u-e**

Spell the following words.

15. rope 16. home 17. cute

#18-#27 Code the words. Once you've coded them, read them quietly to yourself. Draw a line from the word to the matching picture to the right.

18. those 19. globe 20. mule 21. use 22. costume

23. fins 24. tame 25. helped 26. scrub 27. insects

Lesson 43 – i consonant e; e consonant e

Echo these words and listen for the sound in the medial position. **tide line mile**

What sound do you hear in the medial position? /ī/ Write *tide, line, and mile* on the board. What letter do you see that might make the /ī/ sound? **i** Do you see sneaky e? **yes** How should I code it? **cross it out** Why? **makes no sound; silent** What does the sneaky e do to the i? **variations on the sneaky e story** How do we code a long vowel sound? **macron** Whenever an i is followed by a consonant and the sneaky e, we call it 'i consonant e'. We will add this, i-e, to our spelling of the /ī/ sound from now on.

Write 'concrete' on the board. This word follows a syllable division pattern that we haven't learned yet, so I'll code it for you. *vc|ccv, add the k-backs on the c's, and code the first syllable.* How do you think we'll code this e consonant e at the end of this word? **macron on the first e; cross out the second e** Why? **variation on the sneaky e story** Let's read this word together. This is e consonant e, but it is not a very common spelling. Because it isn't common we won't be adding it to our spelling for the /ē/ sound.

Let's play Bingo! Before we begin, write your name at the top of your page in your best penmanship. As I say each word, I will tell you to listen for a particular spelling sound. Cover the space that spells that sound with your highlighter. When you cover all the letters on one line, either up and down, across, or from corner to corner, say 'Bingo!'

- | | |
|---|--|
| 1. final sound in 'math' - th | 6. final sound in 'hard' - d |
| 2. initial sound in 'candy' - c | 7. final sound in 'rock' - ck |
| 3. final sound in 'dim' - m | 8. initial sound in 'apple' - ā |
| 4. initial sound in 'rice' - r | 9. initial sound in 'bedknob' - b |
| 5. initial sound in 'elephant' - ē | |

Turn the page to worksheet 43. Write your name neatly at the top. #1-10 I'll give you a sound. You write the letter that makes that sound on the line. Be sure and code the vowels, so you know if it was the long or short sound.

- | | |
|-------------------|-------------------|
| 1. /w/ - w | 6. /m/ - m |
| 2. /b/ - b | 7. /g/ - g |

1st Grade Phonics Teacher Instructions

3. /z/ - **z, s**

8. /ă/ - **ă**

4. /ō/ - **ō**

9. /r/ - **r**

5. /ī/ - **ī**

10. /h/ - **h**

#11-12 Let's practice our spelling. Put your finger next to #11. Write the word 'seem' on the line next to #11. The asterisk next to #12 tells us that this is a sight word. Write the word 'what' on the line next to #12.

For #13, we're going to write down the new spelling we learned today. Then, for #14-#16 we're going to practice spelling with our new sound.

13. Write the letter or letters, and be sure to code it, that makes that /ī/ sound – **ī, i-e**

Spell the following words.

14. fine 15. smile 16. these

#17-#26 Code the words. Once you've coded them, read them quietly to yourself. Draw a line from the word to the matching picture to the right.

17. here 18. like 19. theme 20. dime 21. ripe

22. bring 23. boss 24. melting 25. traffic 26. tube

Name _____

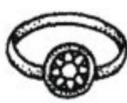
Section I (4pts. each; 20 total)

1. s e e n
2. r e s t e d
3. r i n g i n g
4. t h i c k
5. t h a t

Section III (2pts. each; 12 total)

10. t h r e e
11. d e n t e d
12. t h i n k i n g
13. m e l t i n g
14. p a t h
15. s t i c k

Section II (5 pts. each; 20 total)

- | | |
|-------|---|
| 6. ee |  |
| 7. ng |  |
| 8. th |  |
| 9. th |  |
- (Note: Lines connect 'ee' to 'sheep', 'ng' to 'diamond ring', 'th' to 'sponge', and 'th' to 'feather')*

Section IV (4 pts. each; 12 total)

- | | |
|---------|---|
| 16. scr |  |
| 17. spr |  (scratch) |
| 18. str |  |
- (Note: Lines connect 'scr' to 'straw in cup', 'spr' to 'spray can', and 'str' to 'girl scratching')*

Section V (6 pts. each; 12 total)

19. Kim has a truck.

20. Who has a truck? Kim

Section VI (4 pts. each; 12 total)

21. are _____

22. from _____

23. friend _____

Section VII (4 pts. each; 12 total)

24. ee digraph ee, /ē/

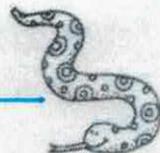
25. ng digraph ng, /ng/

26. th digraph th, /th/, /θ/

Name _____



ā-ø

1. ng
2. k, c || ck, k
3. ü
4. th
5. ē, ee || ee
6. ū
7. d || d, ed
8. w
9. t || t, ed
10. th
11. seem
12. green
13. a, a-e
14. k, c || ck, k, ke
15. name
16. cake
17. ate
18. kāme
19. māde
20. snāke 
21. plāne
22. grāpe
23. stāmp 
24. wē
25. thinking
26. spēll
27. cōffēe
v c | c v

1. Kate is fond of sweets.
2. Who is fond of sweets? Kate
3. Kate asked Beth to bake three red cakes.
4. What did Kate ask Beth to do?
 bake cakes make red milk take sweets to Mom

5. SW 

6. SP 

7. TW 

8. FR 

(Note: Lines connect SW to fruit, SP to spider, TW to twig, and FR to fence.)

High Frequency Word Box

two	made
ate	make
came	name

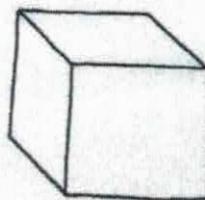
Dear Parent/Guardian:

Today your child learned that a vowel is long when followed by a consonant and **silent e**; that a final e separated from a vowel by two or more consonants is silent and does not affect the vowel's sound; and that silent e's are coded by crossing them out. Your child also learned the sight word "two"; the **a-consonant-e** vowel pattern (āte); and that the final /k/ sound is spelled with *ke* after a long vowel. Please have him/her read and answer the questions; and read blends #5-#8 and match them to the pictures (swim, spider, twig, fruit). Finally, have him/her read the high-frequency words. Please return the paper to school.

Name _____



ō-ø



ū-ø

1. ā, a-e

2. k, cllck, k, ke

3. w

4. ē, ee llee

5. #

6. d ll d, ed

7. ng

8. + ll +, ed

9. ü

10. ū

11. make

*12. who

13. ō, o-e

14. ū, u-e

15. rope

16. home

17. cute

18. thōse

19. glōbe

20. mūle

21. ūse

22. cōstūmē

23. fīns

24. tāme

25. hēlpēd

26. scrüb

27. īnsect



1. The cute kid lost one of his costumes at home.

2. What was lost at home?

- costume home kid

3. His friend wanted to use one of the costumes.

4. Who wanted to use a costume? his friend

5. gr



6. sc



7. bl



8. spl



High Frequency Word Box

done

more

one

same

home

take

* Dear Parent/Guardian: *

Today your child learned the **o-consonant-e** and **u-consonant-e** vowel patterns and the sight words "done" and "one." Please have him/her read and answer the questions; and read blends #5-#8 and match them to the pictures (grass, scarecrow, blouse, splinter). Finally, have him/her read the high-frequency words. Please return the paper to school.

Name _____

w	k	initial sound in 'apple' ⑧ a	ng
i	final sound in 'math' ① th	z	final sound in 'dim' ③ m
final sound in 'hard' ⑥ d	n	initial sound in 'elephant' ⑤ e	p
initial sound in 'rice' ④ r	initial sound in 'bedknob' ⑨ b	final spelling in 'rock' ⑦ ck	initial spelling in 'candy' ② c

Name _____



i-ø



e-ø

1. _____ w _____
2. _____ b _____
3. _____ z _____
4. _____ o _____
5. _____ i _____
6. _____ m _____
7. _____ g _____
8. _____ ä _____
9. _____ r _____
10. _____ h _____
11. _____ seem _____
- *12. _____ what _____
13. _____ i, i-e _____

14. _____ fine _____
15. _____ smile _____
16. _____ these _____

17. here
18. like
19. theme
20. dime
21. ripe



22. bring
23. böss
24. melting
25. traffic
26. tübe



- It is time to go to the bake sale.
- Where are we going? to the bake sale
- We are going to take nine cakes.
- We will take ____ cakes to the bake sale.
 three nine two

5. br

6. gl

7. cr

8. str



High Frequency Word Box

sure

line

here

nine

like

those

Dear Parent/Guardian

Today your child learned the **i-consonant-e** and **e-consonant-e** vowel patterns and the sight word "sure." Please have him/her read and answer the questions; and read blends #5-#8 and match them to the pictures (bride, glove, crib, straw). Finally, have him/her read the high-frequency words. Please return the paper to school.

Hear and Write Digraphs th, th, and sh

Name each picture. Listen to the first part of the word. Write **th** if you hear the same first sound as in **them** or **thumb**. Write **sh** if you hear the same first sound as in **shell**.



them



thumb



shell

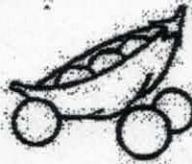
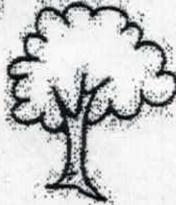
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____
 _____	 _____	 _____	 _____

Long Vowel e

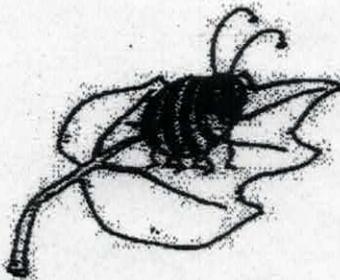


Bee and leaf have the long e sound.
The letters ee and ea can stand for
the long e sound.

Circle the word that names each picture. Then write the word.
Circle the letters that stand for the long e sound.

<p>1</p>  <p>eat eel east</p> <hr/> <hr/> <hr/>	<p>2</p>  <p>peel peas please</p> <hr/> <hr/> <hr/>	<p>3</p>  <p>feel feet feast</p> <hr/> <hr/> <hr/>
<p>4</p>  <p>team tea tree</p> <hr/> <hr/> <hr/>	<p>5</p>  <p>sleep sheep seem</p> <hr/> <hr/> <hr/>	<p>6</p>  <p>seat sheet seal</p> <hr/> <hr/> <hr/>

Write a sentence about the picture.



Name _____

1. am
 men
 red
 black
 ten

2. spell set pick friend ran

3. men
 ran
 friend
 black
 red

4. am
 red
 pick
 black
 set

5. ten friend spell men

6. spell
 set
 am

7. black
 red
 friend
 spell
 ten

First Grade Spelling List – Week 11

The words in this list are words that contain, a consonant e and spelling with final ke (lesson 41), o consonant e and u consonant e (lesson 42), i consonant e and e consonant e (lesson 43), and sight words (indicated by asterisks).

1. name
2. made
3. same
4. home
5. nose
6. cute
7. tube
8. like
9. ride
10. time
11. *done
12. *one

1st / 2nd Spelling Menu #2

Directions: Choose 3 different activities to complete for spelling practice weekly. You may not repeat any activity in the same week. Circle the activities you used on the menu below and have your parent initial that it was completed. Make sure all of your activities are attached to this paper and turned in.

<p><u>Choo-Choo Words</u> Write the entire list end-to-end as one lone word. Use a different colored crayon for each word.</p>	<p><u>Across and Down</u> Write each of your spelling words across and then down (starting with the first letter.) Ex. when h e n</p>	<p><u>3 Time Each</u> Write each word 3 times: 1st time in blue crayon 2nd time in green crayon 3rd time in orange crayon</p>	<p><u>UPPER and lower Case</u> Write your spelling words 2 times each. First, write each word in UPPERCASE letters. Second, write each word in lowercase letters.</p>
<p><u>Rhyming Words</u> Write each of your spelling words. Next to each word, write a rhyming word. If necessary, your rhyming word can be a nonsense word (as long as it follows the same spelling pattern.)</p>	<p><u>Fancy Letters</u> Ask an adult for permission to use the computer. Choose a fancy font and type each spelling word 2 times each.</p>	<p><u>Vowel Circle</u> Write each of your spelling words. Then go back and circle all of the vowels in your spelling words. Don't forget to write neatly!</p>	<p><u>Buzzing Bees</u> Draw and color an outdoor picture. Count your spelling words. Draw a bee for each of your spelling words. Then write the words inside each of your "spelling" bees.</p>
<p><u>Super Sentences</u> Write sentences using 6 spelling words. Be sure to underline or highlight the spelling words.</p>	<p><u>Spelling Shapes</u> Count your spelling words. Draw one shape for each word. Then write your spelling words inside each of the shapes. Get creative!</p>	<p><u>Fancy Letters</u> Ask an adult for permission to use the computer. Choose a fancy font and type each spelling word 2 times each.</p>	<p><u>Scrambled Words</u> Fold your paper into three columns. Write your spelling words in column 1. Scramble your words in column 2. Then come back later, fold your words so you cannot see them, and unscramble the words from column 2 in column 3.</p>
<p><u>Word Letter</u> Use your words and write a letter to a fictional character of your choice. Underline or highlight spelling words.</p>	<p><u>Three Times!</u> Write each spelling word three times. First, write each word in pencil. Second, write each word in crayon. Third, write each word in marker. You MUST write neatly!</p>	<p><u>Back Writing</u> Use your finger to spell out each of your spelling words, one letter at a time, on your mom or dad's back. Tally up how many words they make out, and turn in your tally marks.</p>	<p><u>Dot to Dot Spelling</u> Write your spelling words in dots. Then connect the dots by tracing over them with a pencil.</p>
<p><u>Words Without Vowels</u> Write your spelling words on a list, but replace all the vowels with a line. Then go back to the beginning of your list and see if you can fill in the missing vowel.</p>	<p><u>Spelling Flashcards</u> Make a set of flashcards to practice your spelling words. When you look at the card, read the word and then spell it aloud. Ex. there t-h-e-r-e</p>	<p><u>Spelling Baseball</u> Draw four bases on a piece of paper or lay out four pillows to be the bases. The pitcher selects a word. If the batter can spell the word correctly, he moves forward one base. A point is earned for each time you make it home. Send in your score sheet!</p>	<p><u>Backwards Words</u> Write your spelling words forwards and then backwards. Write neatly! Ex. where erehw</p>

Real and Make-Believe

Ann



These children like to tell stories. Ann tells stories about things that really can happen. Mike likes to tell make-believe stories.

Mike



Copy each sentence below under the correct heading.

I saw a purple dog.
My sister tells funny stories.
My lizard has four legs.

My house is made of peanut butter.
I often drink milk while eating.
A sock gets hungry at lunchtime.

Real

Make-believe

Part/Whole Relationships

Name _____

Telling Why

Read each sentence. Note the underlined words. Complete the second sentence to tell how the words in the second pair go together.



TIP

A bird is to a flock as a wolf is to a pack.

Say to yourself: A bird is a part of a flock,
and a wolf is a part of a pack.

1. A hand is to a clock as a mouse is to a computer.

A hand is a part of a clock, and a _____ is a part of a _____.

2. A pea is to a pod as a grape is to a bunch.

A pea is a part of a pod, and a _____ is a part of a _____.

3. A letter is to the alphabet as a word is to a sentence.

A letter is a part of the alphabet, and a _____ is a part of a _____.

4. Feathers are to a duck as fur is to a cat.

Feathers are part of a duck, and _____ is a part of a _____.

5. A string is to a violin as a key is to a piano.

A string is a part of a violin, and a _____ is a part of a _____.



THINK!

Read your answers to a partner. Talk about what the answers all have in common.

Fall into Reading!!

Name _____ Week _____

Good readers practice often. Color a leaf for every book or chapter you read this week. If you need more leaves, draw and color some leaves on the back of this paper.

